

Pinner Wood School Remote Learning Plan

From Years 1-6, all remote learning (including homework) will be on SeeSaw.

| <u>Strand of remote learning</u> | <u>What we are doing:</u> | <u>Contact with children</u> | <u>Feedback and marking</u> |
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| <p style="text-align: center;">1. Homework</p> | <ul style="list-style-type: none"> • Set weekly, Monday to Monday • Reception- Reading your home reading book Completing Tapestry tasks (x2 per week) *Half term project (Nursery too) | <p>Children are in school</p> | <p>Teachers will 'like' to acknowledge they have seen the learning</p> <p>Reading records will be used at school to record progress</p> <p>Project learning will be acknowledged and commented on at the end of each half term</p> <p>Spelling and passports tests will be marked at school</p> |
| | <ul style="list-style-type: none"> • KS 1 (Years 1 and 2) Spellings, Reading, Maths passports, *project learning | | |

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| | <ul style="list-style-type: none"> • KS 2 (Years 3,4,5) Spellings, Reading, Maths passports, Mymaths, times tables rockstars, *project learning | | |
| | <ul style="list-style-type: none"> • KS2 (Year 6) ➤ Spellings, Reading, Maths passports, Mymaths, TTRockstars, *project learning, CPG books, writing activities | | |
| 2. In the event of a child self-isolating or shielding | <ul style="list-style-type: none"> • Daily slides and worksheets will be available for those children who have contacted the school (on Seesaw) • Activities uploaded for specific children only (Tapestry) | <ul style="list-style-type: none"> • Telephone check-ins once weekly (at the beginning of the week) as agreed with parents. | <p>Teachers will mark the work in accordance with our marking policy and provide a written comment for English and maths each week.</p> <ul style="list-style-type: none"> • EYFS teachers to respond to children's posts with 'likes' and comments |
| 3. In the event of a bubble being | <ul style="list-style-type: none"> • Slides and worksheets will be available for lessons | <ul style="list-style-type: none"> • A daily live Zoom/ or Teams check in each morning (camera on please) to last | <p>Teachers will acknowledge all recorded learning with a 'like' and make an additional</p> |

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| <p>closed due to a case of Covid19</p> | <ul style="list-style-type: none"> • The week should continue as far as possible with all lessons being covered • Videos for each maths, English, science and topic lessons. Staff should make additional story and other subject videos to support learning. • Class teacher upload activities on to Tapestry with explanation videos where possible | <p>approximately 20-30 minutes, to go through the day's learning, to start at 9am. Children can be encouraged to use the chat function to ask questions etc. Children have their camera on but must be muted throughout unless asked a direct question by the teacher.</p> <ul style="list-style-type: none"> • 9am class zoom – story time or singing session | <p>weekly English and maths comment for each child. Misconceptions should be addressed in all subjects via commenting (written or verbal)</p> <p>EYFS teachers to respond to children's posts with 'likes' and comments</p> |
| <p>4. In the event of a whole school, local or national lockdown</p> | <ul style="list-style-type: none"> • Slides and worksheets will be available for lessons • The week should continue as far as possible with all lessons being covered • Videos for each maths, English, science and topic lessons. Staff may make additional story and other subject | <p>A daily live Zoom/ or Teams check in each morning (camera on please) to last approximately 20-30 minutes, to go through the day's learning, to start at 9am. Children can be encouraged to use the chat function to ask questions etc.</p> <p>Children have their camera on but must be</p> | <p>Teachers will acknowledge all recorded learning with a 'like' and make an additional weekly English and maths comment for each child. Any recorded learning by the children should be commented on. Misconceptions should be addressed in all subjects via commenting (written or verbal)</p> |

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| | <p>videos to support learning.</p> <ul style="list-style-type: none"> • Class teachers upload activities on to Tapestry on Mondays. Explanation videos filmed where possible and additional posts for challenge | <p>muted throughout unless asked a direct question by the teacher.</p> <ul style="list-style-type: none"> • 9am class zoom – story time or singing session | <ul style="list-style-type: none"> • EYFS teachers to respond to children's posts with 'likes' and comments |
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How will the children in years 1-6- use Seesaw?

The children will use the class codes to log on at school and their Home Learning Codes to log on at home. These codes are Alpha-Numeric or QR to be used with Mobile Devices.

At home, the children will be able to logon to Seesaw using a desktop computer, laptop, Chromebook, iPad, tablet or phone.

When logging on to Seesaw, the children will be able to access any work that they have completed at school and they will be able to access work that has been set for them at home. This includes all four strands of our online learning offer.

Mr Williams has uploaded a 'how-to video guide' to our website. You can find that here:

<https://pinnerwood.harrow.sch.uk/remote-learning/>

Nursery and Reception- Tapestry

In Nursery and Reception, we will provide four main activities each week, with an additional project posted every half term linking to our Topic. We respond with a 'like' and a comment to all of the children's posts, whether they are learning related or otherwise. Where possible, we will give a 'next step' question or challenge to further the children's learning. We will give links to websites and videos to research more about the learning. Families can also upload posts sharing their child's learning and this can be combined into a shared post for the whole class to see each other's projects.

Each week, the Nursery team will provide the children with;

- Read Write Inc. (phonics) activities, which includes a new sound and a video of the blending of CVC words
- Literacy activity, often introducing a new story with a corresponding writing or drawing activity. This includes additional tasks for the children to complete, to further their understanding of the story
- Maths activity, with a 'shape of the week' or 'number of the week' challenge. This also includes an alternate number or shape activity, such as ordering number cards to 10, estimating amounts of objects, or ordering household items by length, weight or height.
- Additional activity linked to the learning. E.g. role play with money by pretending to be shopkeepers, looking at similarities and differences with a family member and talking about your favourite things.
- Additional videos or photos will be posted throughout the week by the Teacher and Teaching Assistants; story times, 'flapper' dances, ideas for fine motor skills and a weekly nursery rhymes video. This will provide the children with a wider range of activities to keep them engaged with both the learning and the platform and will enable them to see familiar adults as much as possible.

Each week, the Reception team will provide the children with;

- Read Write Inc. (phonics) activities, which includes a new sound, CVC words and sentences to blend, and some common exception (red words) to include in their own sentences.
- Literacy activity, often introducing a new story with a corresponding writing activity. This includes 3 levels of challenge and a bonus task and wherever possible, a video of an adult retelling the story using a story map.
- Maths activity, focusing on either a shape, space and measure or number topic. This often includes a video recapping previous learning or modelling a new concept. It also includes songs and games relating to the learning that we would usually play in class. The children are given 3 levels of challenge, each with activities for families with and without a printer. There is also a bonus activity, which is usually an open ended task extending their learning.
- Topic activity covering a variety of areas, such as Understanding the World, Physical Development, Expressive Arts and Design and Personal, Social and Emotional development. E.g. Teacher led exercise videos, creating a family tree to understand past and present events and exploring sounds and making music using household objects as instruments.
- Additional videos or photos will be posted throughout the week by Teachers and Teaching Assistants; story times, riddles, 'flapper' dances, drawing activities, and a weekly Music or ICT task. This will provide the children with a wider range of activities to keep them engaged with both the learning and the platform and enable them to see familiar adults as much as possible.